



## **English Language Arts and Reading, Grade 2 (ELAR) 2B – Syllabus**

### **Course Name**

ELAR 2B

English Language Arts and Reading, Grade 2 – Semester B

### **Course Information**

ELAR 2B is the second semester of this two-semester course.

Congratulations on choosing an outstanding second-grade curriculum! Using this curriculum, you and your student will experience the joy of learning to read, spell, and write. This curriculum presents your student with various reading and writing selections from a variety of genres. The student will learn to comprehend and respond to many different problems and resolutions presented in the online textbook. Also, the student will become more familiar with correct use of the English language while learning how to write both creatively and for a purpose.

This course is completed entirely online in Blackboard using Lesson Modules and the online textbook. You will have module tests to complete at the end of each Learning Modules, essays, and a poem.

### **Course Delivery Method**

Online

### **Contacting Your Instructor**

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [TTU K-12](#).

### **Course Objectives**

After completing this course, the student should be able to:

1. develop oral language skills through listening, speaking, and discussion;

2. develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell;
3. use newly acquired vocabulary expressively; and read grade level text with fluency and comprehension;
4. use metacognitive skills to both develop and deepen comprehension of increasingly complex texts;
5. respond to an increasingly challenging variety of sources that are read, heard, or viewed;
6. recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts;
7. use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts;
8. analyze and apply authors' craft purposefully in order to develop his or her own products and performances;
9. use the writing process recursively to compose multiple texts that are legible and use appropriate conventions;
10. use genre characteristics and craft to compose multiple texts that are meaningful; and
11. engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

ELAR 2 addresses the required Texas Essential Knowledge and Skills (TEKS). These are located at the [Texas Education Agency](https://www.tea.state.tx.us/teks/) website.

## **Textbook and Materials**

### ***Textbook(s)***

The required **digital** textbook for this course is:

- *Texas Into Reading Digital Learning Student Resource*. (2020). Houghton Mifflin Harcourt. ISBN: 9780358032281

The digital textbook must be purchased through the TTU K-12 partner bookstore (see the [TTU K-12](https://www.ttu.edu/k12/) website). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

### ***Materials***

- composition or spiral notebook
- pencils and erasers
- colors (colored pencils, markers, or crayons for projects)
- drawing paper

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** on the course Syllabus page)

## Course Organization

The organization of this course is divided into six Learning Modules. Each Module is divided into two to three weeks' worth of lessons, which are in turn divided into five days each. Each Learning Module contains the following:

- Introduction and instructions
- Learning objectives and curriculum standards
- Two to three Week folders
- An end-of-Module test
- Module practice assignment answer keys

Every week contains a brief introduction, a list of materials needed, and five Day folders. Each day's lesson contains some or all of the following:

- Introduction and Daily Schedule
- Lesson sections, including Foundational Skills, Spelling and Handwriting, Vocabulary, Reading, Writing, and Grammar
- Non-graded Lesson Activities
- Graded Lesson Assignments

Each day's lesson includes several activities that present content knowledge. Most lessons include graded assignments to ensure that students learn the content that has been presented in the activities. Some of the assignments are automatically graded quizzes, and some are written assignments or activities that your teacher will grade. Be

sure that all instructions are read carefully and ask the teacher for help if something is not clear.

## Course Outline

Please note that some assignments will be hidden from students when they start the course. As students move through the lessons and complete assignments, more will unlock.

Modules	Topic	Approximate Time for Completion
<b>Module 7</b>	Everyone Has a Story	Three weeks
<b>Module 8</b>	Time to Grow!	Two weeks
<b>Module 9</b>	Home Sweet Habitat	Three weeks
<b>Module 10</b>	Many Cultures, One World	Two weeks
<b>Module 11</b>	Genre Studies: Nonfiction	Three weeks
<b>Module 12</b>	Genre Studies: Literary Texts	Two weeks

## Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (\*) indicate that these are summative assessments for the course.

Module	Week	Assignments
<b>7</b>	16	<p>Checkpoint 1 (non-graded)</p> <p>Words to Know, page 178 (non-graded)</p> <p>Let's Practice: Grammar (7.16.1)</p> <p>Spelling-Handwriting Assignment (7.16.3):</p> <ul style="list-style-type: none"> <li>• Day 1: <i>r</i>-Controlled Vowels <i>or, ore</i>, page 179</li> <li>• Day 2: <i>r</i>-Controlled Vowels <i>or, ore</i>, page 180</li> <li>• Day 3: <i>r</i>-Controlled Vowels <i>or, ore</i>, page 181</li> <li>• best set of Cursive <i>Hh, Tt</i> practice pages from Days 1-3</li> </ul> <p>Using Action Verbs in the Present and Past (7.16.3) (non-graded)</p> <p>Phonics Review, page 182 (non-graded)</p> <p>Suffixes <i>-ful, -less</i>, page 184 (non-graded)</p> <p>Spelling Test (7.16.5)</p> <p>Shades of Meaning, page 186 (non-graded)</p> <p>Writing: My Word Bank / My Character (7.16.4) (non-graded)</p> <p>Connect to Writing: Using Irregular Action Verbs (7.16.5) (non-graded)</p>

Module	Week	Assignments
	17	<p>Words to Know, page 189 (non-graded)</p> <p>Let's Practice: Grammar (7.17.1)</p> <p>Essay: Character Traits (7.17.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (7.17.3):</p> <ul style="list-style-type: none"> <li>• Day 1: <i>r</i>-Controlled Vowel <i>er</i>, page 190</li> <li>• Day 2: <i>r</i>-Controlled Vowel <i>er, ir, ur</i>, page 191</li> <li>• Day 3: <i>r</i>-Controlled Vowel <i>er</i>, page 192</li> <li>• best set of Cursive <i>Vv, Xx</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Yes or No?, page 193 (non-graded)</p> <p>Essay: Set Goals for Writing (7.17.3) (non-graded)</p> <p>Essay: Dialogue Adds to a Story (7.17.3) (non-graded)</p> <p>Phonics Review, page 195 (non-graded)</p> <p>Prefix <i>pre-</i>, page 196 (non-graded)</p> <p>Essay: Organize Your Story Ideas (7.17.4) (non-graded)</p> <p>Essay: Problems and Solutions (7.17.4) (non-graded)</p> <p>Review Subject-Verb Agreement (7.17.4) (non-graded)</p> <p>Spelling Test (7.17.5)</p> <p>Assignment: Imaginative Story (Rough Draft) (7.17.5)</p> <p>Connect to Writing: Using Correct Subject-Verb Agreement (7.17.5) (non-graded)</p>
	18	<p>Words to Know, page 199 (non-graded)</p> <p>Essay: Conferencing (7.18.1) (non-graded)</p> <p>How Things Look, Feel, and Sound (7.18.1) (non-graded)</p> <p>Essay: Proofreading (7.18.2) (non-graded)</p> <p>How Things Taste and Smell (7.18.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (7.18.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Vowel Team <i>oo</i> (/oo/), page 200</li> <li>• Day 2: Vowel Team <i>oo</i>, page 201</li> <li>• Day 3: Vowel Team <i>oo</i> (/oo/), page 202</li> <li>• best set of Cursive <i>Ff, Kk</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Match, page 203 (non-graded)</p> <p>Essay: Published! (7.18.3) (non-graded)</p> <p>Phonics Review, page 205 (non-graded)</p> <p>Compound Words, page 206 (non-graded)</p> <p>Spelling Test (7.18.5)</p> <p>Essay: Revisit Your Writing Goals (7.18.5) (non-graded)</p> <p>*Assignment: Imaginative Story (Final Draft) (7.18.5)</p> <p>Connect to Writing: Using Adjectives and Articles (7.18.5) (non-graded)</p>
		<b>*Module 7 Test</b>
8	19	<p>Words to Know, page 207 (non-graded)</p> <p>Let's Practice: Grammar (8.19.1)</p> <p>Essay: Questions About My Topic (8.19.2) (non-graded)</p> <p>Adjectives with <i>-er</i> and <i>-est</i> (8.19.2) (non-graded)</p>

Module	Week	Assignments
		<p>Spelling-Handwriting Assignment (8.19.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Vowel Patterns: /<u>oo</u>/, page 208</li> <li>• Day 2: Vowel Patterns: /<u>oo</u>/, page 209</li> <li>• Day 3: Vowel Patterns: /<u>oo</u>/, page 210</li> <li>• best set of Cursive <i>Jj</i>, <i>Pp</i>, <i>Qq</i> practice pages from Days 1-3</li> </ul> <p>Essay: Steps for My Activity (8.19.3) (non-graded)</p> <p>Essay: Set Goals for Writing (8.19.3) (non-graded)</p> <p>Using Adjectives (8.19.3) (non-graded)</p> <p>Phonics Review, page 211 (non-graded)</p> <p>Inflections -s, -es, page 213 (non-graded)</p> <p>Spelling Test (8.19.5)</p> <p>Reference Sources, page 215 (non-graded)</p> <p>Assignment: Procedural Text (Rough Draft) (8.19.5)</p> <p>Connect to Writing: Using Adjectives (8.19.5) (non-graded)</p>
	20	<p>Words to Know, page 218 (non-graded)</p> <p>Let's Practice: Grammar (8.20.1)</p> <p>Essay: Proofreading (8.20.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (8.20.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Vowel Teams <i>ou</i>, <i>ow</i>, page 219</li> <li>• Day 2: Vowel Teams <i>ou</i>, <i>ow</i>, page 220</li> <li>• Day 3: Vowel Teams <i>ou</i>, <i>ow</i>, page 221</li> <li>• best set of Cursive <i>Bb</i>, <i>Ll</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Draw and Write, page 222 (non-graded)</p> <p>Essay: Are You Ready to Publish? (8.20.3) (non-graded)</p> <p>Irregular Verbs (8.20.3) (non-graded)</p> <p>Phonics Review, page 224 (non-graded)</p> <p>Prefix <i>mis</i>-, page 225 (non-graded)</p> <p>Spelling Test (8.20.5)</p> <p>Essay: Revisit Your Writing Goals (8.20.5) (non-graded)</p> <p>*Assignment: Procedural Text (Final Draft) (8.20.5)</p> <p>Connect to Writing: Using Irregular Verbs (8.20.5) (non-graded)</p>
		<b>*Module 8 Test</b>
9	21	<p>Checkpoint 2 (non-graded)</p> <p>Words to Know, page 236 (non-graded)</p> <p>Let's Practice: Grammar (9.21.1)</p> <p>Writing: Cite Sources: An Example (9.21.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (9.21.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Compound Words, page 237</li> <li>• Day 2: Prefix <i>pre</i>-, page 238</li> <li>• Day 3: Compound Words, page 239</li> <li>• best set of Cursive <i>Aa</i>, <i>Oo</i> practice pages from Days 1-3</li> </ul> <p>Writing: Fact Sheet (9.21.3) (non-graded)</p> <p>Phonics Review, page 240 (non-graded)</p>

Module	Week	Assignments
		<p>Words That Name Places, page 242 (non-graded)</p> <p>Writing: Word Bank (9.21.4) (non-graded)</p> <p>Review Contractions (9.21.4) (non-graded)</p> <p>Spelling Test (9.21.5)</p> <p>Context Clues, page 244 (non-graded)</p> <p>Connect to Writing: Using Contractions (9.21.5) (non-graded)</p>
	22	<p>Words to Know, page 247 (non-graded)</p> <p>Let's Practice: Grammar (9.22.1)</p> <p>Research Report: Animal Relationships (9.22.2) (non-graded)</p> <p>Research Report: My Research Plan (9.22.2) (non-graded)</p> <p>Research Report: My Research Notes (9.22.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (9.22.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Contractions, page 248</li> <li>• Day 2: Three-Letter Blends, page 249</li> <li>• Day 3: Contractions, page 250</li> <li>• best set of Cursive <i>li, Jj, Qq</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Draw and Write, page 251 (non-graded)</p> <p>Research: My Idea Map (9.22.3) (non-graded)</p> <p>Research: Set Goals for Writing (9.22.3) (non-graded)</p> <p>Abbreviations for Places (9.22.3) (non-graded)</p> <p>Phonics Review, page 253 (non-graded)</p> <p>Prefix <i>mis-</i>, page 254 (non-graded)</p> <p>Research: My Report – Getting Started (9.22.4) (non-graded)</p> <p>Review Abbreviations (9.22.4) (non-graded)</p> <p>Spelling Test (9.22.5)</p> <p>Assignment: Research Report (Rough Draft) (9.22.5)</p> <p>Connect to Writing: Using Abbreviations (9.22.5) (non-graded)</p>
	23	<p>Words to Know, page 257 (non-graded)</p> <p>Research: Conferencing (9.23.1) (non-graded)</p> <p>Let's Practice: Grammar (9.23.1)</p> <p>Research: Proofreading (9.23.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (9.23.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Soft <i>g</i> (<i>-ge, -dge</i>), page 258</li> <li>• Day 2: Consonant + <i>le</i>, page 259</li> <li>• Day 3: Soft <i>g</i> (<i>-ge, -dge</i>), page 260</li> <li>• best set of Cursive <i>Cc, Dd, Ee</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Match, page 261 (non-graded)</p> <p>Research: Published! (9.23.3) (non-graded)</p> <p>Forming Possessive Nouns (9.23.3) (non-graded)</p> <p>Phonics Review, page 263 (non-graded)</p> <p>Prefix <i>pre-</i>, page 264 (non-graded)</p> <p>Spelling Test (9.23.5)</p> <p>Research: Revisit Your Writing Goals (9.23.5) (non-graded)</p>

Module	Week	Assignments
		*Assignment: Research Report (Final Draft) (9.23.5) Connect to Writing: Using Possessive Nouns (9.23.5) (non-graded)
		<b>*Module 9 Test</b>
10	24	<p>Words to Know, page 265 (non-graded)</p> <p>Let's Practice: Grammar (10.24.1)</p> <p>Writing: Culture Web (10.24.2) (non-graded)</p> <p>Letter: My Traditions and Culture Experiences (10.24.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (10.24.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Inflections <i>-ed, -ing</i>, page 266</li> <li>• Day 2: Prefix <i>mis-</i>, page 267</li> <li>• Day 3: Inflections <i>-ed, -ing</i>, page 268</li> <li>• best set of Cursive <i>Mm, Nn</i> practice pages from Days 1-3</li> </ul> <p>Letter: Set Goals for Writing (10.24.3) (non-graded)</p> <p>Phonics Review, page 269 (non-graded)</p> <p>Suffixes <i>-ion, -tion, -sion</i>, page 271 (non-graded)</p> <p>Review Possessive Pronouns (10.24.4) (non-graded)</p> <p>Spelling Test (10.24.5)</p> <p>Shades of Meaning, page 273 (non-graded)</p> <p>Letter: Parts of a Thank-You Letter (10.24.5) (non-graded)</p> <p>Assignment: Thank-You Letter (Rough Draft) (10.24.5)</p> <p>Connect to Writing: Using Possessive Pronouns (10.24.5) (non-graded)</p>
	25	<p>Words to Know, page 276 (non-graded)</p> <p>Letter: Conferencing (10.25.1) (non-graded)</p> <p>Letter: Pronouns (10.25.1) (non-graded)</p> <p>Let's Practice: Grammar (10.25.1)</p> <p>Letter: Proofreading (10.25.2) (non-graded)</p> <p>Prepositional Phrases for Where (10.25.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (10.25.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Inflections <i>-ed, -ing</i>, page 277</li> <li>• Day 2: Open and Closed Syllables, page 278</li> <li>• Day 3: Inflections <i>-ed, -ing</i>, page 279</li> <li>• best set of Cursive <i>Hh, Kk</i> practice pages from Days 1-3</li> </ul> <p>Power Words: Yes or No?, page 280 (non-graded)</p> <p>Prepositional Phrases for When (10.25.3) (non-graded)</p> <p>Phonics Review, page 282 (non-graded)</p> <p>Suffixes <i>-y, -ly</i>, page 283 (non-graded)</p> <p>Spelling Test (10.25.5)</p> <p>Letter: Revisit Your Writing Goals (10.25.5) (non-graded)</p> <p>*Assignment: Thank-You Letter (Final Draft) (10.25.5)</p> <p>Connect to Writing: Using Prepositions and Prepositional Phrases (10.25.5) (non-graded)</p>
		<b>*Module 10 Test</b>



Module	Week	Assignments
11	26	<p>Words to Know, page 294 (non-graded)</p> <p>Biography Graphic Organizer (11.26.1) (non-graded)</p> <p>Let's Practice: Grammar (11.26.1)</p> <p>Biography Graphic Organizer (11.26.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (11.26.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Suffixes <i>-ly</i>, <i>-ful</i>, <i>-er</i>, <i>-est</i>, page 295</li> <li>• Day 2: Vowel Team Syllables, page 296</li> <li>• Day 3: Suffixes <i>-ly</i>, <i>-ful</i>, <i>-er</i>, <i>-est</i>, page 297</li> <li>• best set of Cursive <i>Gg</i>, <i>Ll</i>, <i>Ss</i> practice pages from Days 1-3</li> </ul> <p>Biography Graphic Organizer (11.26.3) (non-graded)</p> <p>Phonics Review, page 298 (non-graded)</p> <p>Review Kinds of Sentences (11.26.4) (non-graded)</p> <p>Spelling Test (11.26.5)</p> <p>Writing: Word Bank (11.26.5) (non-graded)</p> <p>Review Simple Sentences (11.26.5) (non-graded)</p>
	27	<p>Words to Know, page 299 (non-graded)</p> <p>Opinion Writing Guide (11.27.1) (non-graded)</p> <p>Let's Practice: Grammar (11.27.1)</p> <p>Essay: Ask Questions (11.27.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (11.27.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Prefixes <i>un-</i>, <i>re-</i>, <i>dis-</i>, page 300</li> <li>• Day 2: <i>r</i>-Controlled Vowel Syllables, page 301</li> <li>• Day 3: Prefixes <i>un-</i>, <i>re-</i>, <i>dis-</i>, page 302</li> <li>• best set of Cursive <i>Uu</i>, <i>Vv</i>, <i>Xx</i> practice pages from Days 1-3</li> </ul> <p>Opinion Writing Guide (11.27.3) (non-graded)</p> <p>Essay: Set Goals for Writing (11.27.3) (non-graded)</p> <p>Phonics Review, page 303 (non-graded)</p> <p>Opinion Writing Guide (11.27.4) (non-graded)</p> <p>Essay: Story Structure (11.27.4) (non-graded)</p> <p>Review Using Proper Nouns (11.27.4) (non-graded)</p> <p>Spelling Test (11.27.5)</p> <p>Assignment: Personal Narrative (Rough Draft) (11.27.5)</p> <p>Review Possessive Nouns (11.27.5) (non-graded)</p>
	28	<p>Words to Know, page 304 (non-graded)</p> <p>Informational Text Guide (11.28.1) (non-graded)</p> <p>Essay: Conferencing (11.28.1) (non-graded)</p> <p>Let's Practice: Grammar (11.28.1)</p> <p>Essay: Proofreading (11.28.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (11.28.3):</p> <ul style="list-style-type: none"> <li>• Day 1: Final <i>e</i> and Vowel Team Syllables, page 305</li> <li>• Day 2: Final <i>e</i> Syllables, page 306</li> <li>• Day 3: Final <i>e</i> and Vowel Team Syllables, page 307</li> <li>• best set of Cursive <i>Ff</i>, <i>Tt</i> practice pages from Days 1-3</li> </ul>

Module	Week	Assignments
		Informational Text Guide (11.28.3) (non-graded) Phonics Review, page 308 (non-graded) Spelling Test (11.28.5) Essay: Revisit Your Writing Goals (11.28.5) (non-graded) *Assignment: Personal Narrative (Final Draft) (11.28.5) Review Verbs in the Past, Present, and Future (11.28.5) (non-graded)
		<b>*Module 11 Test</b>
<b>12</b>	<b>29</b>	Words to Know, page 309 (non-graded) Realistic Fiction Guide (12.29.1) (non-graded) Writing: My Dot (12.29.1) (non-graded) Let's Practice: Grammar (12.29.1) Writing: Word Bank (12.29.2) (non-graded) Review Irregular Action Verbs (12.29.2) (non-graded) Spelling-Handwriting Assignment (12.29.3): <ul style="list-style-type: none"> <li>• Day 1: Triple Blends; Final Stable Syllables, page 310</li> <li>• Day 2: Final Stable Syllables, page 311</li> <li>• Day 3: Triple Blends; Final Stable Syllables, page 312</li> <li>• best set of Cursive Ww, Yy, Zz practice pages from Days 1-3</li> </ul> Realistic Fiction Guide (12.29.3) (non-graded) Essay: Set Goals for Writing (12.29.3) (non-graded) Phonics Review, page 313 (non-graded) Essay: Support Your Opinion (12.29.4) (non-graded) Review Using Adjectives (12.29.4) (non-graded) Spelling Test (12.29.5) Assignment: Opinion Essay (Rough Draft) (12.29.5) Review Adverbs (12.29.5) (non-graded)
	<b>30</b>	Words to Know, page 314 (non-graded) Fantasy Genre Guide (12.30.1) (non-graded) Essay: Conferencing (12.30.1) (non-graded) Let's Practice: Grammar (12.30.1) Essay: Proofreading (12.30.2) (non-graded) Review Contractions (12.30.2) (non-graded) Spelling-Handwriting Assignment (12.30.3): <ul style="list-style-type: none"> <li>• Day 1: Final Digraph/Trigraph -ch, -tch, page 315</li> <li>• Day 2: Review of Syllable Types, page 316</li> <li>• Day 3: Final Digraph/Trigraph -ch, -tch, page 317</li> <li>• best set of Cursive Practice Pages from Days 1-3</li> </ul> Fantasy Genre Guide (12.30.3) (non-graded) Phonics Review, page 318 (non-graded) Spelling Test (12.30.5) Essay: Revisit Your Writing Goals (12.30.5) (non-graded) *Assignment: Opinion Essay (Final Draft) (12.30.5) Checkpoint 3 (Non-graded)

Module	Week	Assignments
		<b>*Module 12 Test</b>

## Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 7-12);
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students will not have a cumulative course final exam—the Module 12 Test given in Week 30 will be treated as the final exam.

Students who score below 70% on the Module 12 Test will be eligible for one re-exam opportunity.

## Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist students in applying and demonstrating the lesson concepts, as well as identifying areas in which students need additional review. Students may use all the lesson's learning activities to assist them as they complete the graded assignments.

## Summative Assessments

Summative assessments are those that allow students to demonstrate mastery of the course objectives. For summative assessments, students will NOT be allowed to use the learning materials. These are opportunities for students to show what they have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Coursework Total: formative assessments, Modules 7-12  
**(50% of Course Grade)**
- Summative Assessments **(50% of Course Grade)**
  - Assignment: Imaginative Story (Final Draft) (7.18.5)
  - Module 7 Test
  - Assignment: Procedural Text (Final Draft) (8.20.5)
  - Module 8 Test

- Assignment: Research Report (Final Draft) (9.23.5)
- Module 9 Test
- Assignment: Thank-You Letter (Final Draft) (10.25.5)
- Module 10 Test
- Assignment: Personal Narrative (Final Draft) (11.28.5)
- Module 11 Test
- Assignment: Opinion Essay (Final Draft) (12.30.5)
- Module 12 Test
- A passing course grade is 70 or higher.

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## TTU and Course Policies

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;

- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## **Communication**

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

## **Submitting Assignments**

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

## **Technical Difficulties**

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.